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Educational Philosophy

My love of teaching stems from the same place that feeds my joy as a collaborative artist, a sheer love of the connection that comes with the act of world building with others. Teaching in higher education comes with that same collaborative responsibility. The responsibility of shaping developing minds, guiding them towards their passions, and empowering them to reach their true potential. My function as an educator is to offer students guidance and stewardship on their path towards the future. To help them develop and hone the skills necessary to succeed and grow as artists and individuals.

Given that no art is a passive experience, the student experience should likewise not be a passive one. I encourage my students to take full ownership of their academic experience, and to be active participants in their own learning. To facilitate this, I subscribe to a system of clear communication, well defined expectations, and open-ended problem solving that provides students with opportunities to actively develop their own unique skillset. By giving students a solid knowledgebase and encouraging them to independently problem solve, I aim to foster student agency and give them the opportunity to guide their own education.

Though we often don't like to think of education as a place for failure, I feel that there is truly no better place for it. I adamantly believe that we must encourage our students not only to embrace failure, but to seek it out. In each of my courses I give students the time and encouragement needed to overcome the fear of failure, and instead find joy in the exploration of creation. I want them to have the freedom to build beyond their safety nets without fearing the perceived consequences. This freedom to explore eliminates artistic stagnation and helps students to restore the sense of artistic play so often drummed out of young artists.

At the core of my efforts as an educator are the students. It is my duty to meet students at their level with open discourse, and an understanding of their individual needs. I work hard to be aware of my student's challenges, mental health concerns, and gender pronouns. I am also acutely aware of the challenges minority students may face, particularly those far from home in new and unfamiliar surroundings. I relish the opportunity that comes with connecting with students new and old each semester.

Each time I teach a lesson, my goal is to encourage, excite, and inspire the students. Every class should serve as an opportunity for them to explore their own sense of artistry without fear of judgement or failure, while developing the tools necessary for them to succeed in and beyond the classroom.